

KS5 Long Term Curriculum Plan: A Level Media Studies Year 12 2023-24

Curriculum Aim: To give students a knowledge and understanding of the theoretical framework of media and contexts of media and their influence on media products and processes so that they can: analyse media products, including in relation to their contexts and through the use of academic theories, evaluate academic theories, make judgements and draw conclusions and create media products for an intended audience, by applying knowledge to communicate meaning

Link to prior learning: Where students have studied GCSE Media Studies, the A Level course builds on knowledge and skills acquired here (see GCSE Programme of Study and Specification). All students will draw from the critical, analytical and evaluative skills developed during their GCSE English and English Literature courses.

Rationale of sequencing: The course begins with an intro to all areas of the theoretical framework for Media Studies. These areas underpin analysis of all media set products. This allows for revision and building of these areas in greater depth for students who have a GCSE in Media and an in-depth introduction for those who have not. This is then followed by the set products working towards incorporating all areas of the framework into study.

	Focus / Topic	Knowledge & Skills	Assessment
Autumn 1 x 3 weeks	Teacher 1: Introduction to Media Language and Representations	-knowledge, understanding and application of the theoretical framework of Media Language: semiotics, genre and narrative and of relevant academic theories and the ability to apply these to a range of unseen texts, including: Semiotics (including Barthes), Narratology (including Todorov), Genre (including Neale), -Knowledge, understanding and application of the theoretical framework of Media Representation: gender, race, stereotypes and countertypes and of relevant academic theories and the ability to apply these to a range of unseen texts, including: Theories of representation (including Hall), Theories of identity (including Gauntlett), Feminist Theories (including bell hooks and Van Zoonen)	Unseen text analysis
	Teacher 2: Introduction to Audience and Industry	- <i>knowledge, understanding and application of the theoretical framework of Media Audiences: Media effects</i> (including Bandura), Cultivation theory (including Gerbner), Reception Theory (including Hall), -Knowledge, understanding and application of the theoretical framework of media Industries: Theories of Power and media industries (including Curran and Seaton), Regulation (including Livingstone and Lunt) and Cultural Industries (including Hesmondhalgh)	

Autumn 1 and 2	<p>Teacher 1:</p> <p>(component 1 sections A and B)</p> <p>Advertising and Marketing Tide Print Advert SuperHuman TV advert</p> <ul style="list-style-type: none"> • Media language (section A) • Representation (section A) • Audiences (section B) • Media contexts (sections A and B) 	<p>Knowledge and skills to analyse and compare the set products for representations, media language and Media audiences whilst focusing on, but not limiting to;</p> <p>Theories of representation (including Hall) Theories of identity (including Gauntlett) Feminist theories (including Van Zoonen and hooks) Theories of ethnicity and postcolonial theory (including Gilroy)</p> <p>Tide print advertisement (1950s) YouTube A-Level Media - Tide advert - Representation - Simple Guide For Students & Teachers</p> <p>SuperHuman. Tokyo 2020 Paralympic Games audio-visual advertisement (2020)</p> <p>YouTube Super. Human. Tokyo 2020 Paralympic Games Trailer</p>	<p>Component 1 Section A and B</p> <p>Assessment week w/b 7th Nov 2022</p>
	<p>Teacher 2:</p> <p>(component 1 Industries and Media contexts Section B)</p> <p>Film industry (Black Panther and I Daniel Blake)</p>	<p>Knowledge and skills to analyse and compare the set products for the power of media industries, regulation and cultural industries whilst focusing on, but not limiting to;</p> <p>Theories of Power and media industries (including Curran and Seaton), Regulation (including Livingstone and Lunt) and Cultural Industries (including Hesmondhalgh)</p> <p>youtube.com/watch?v=aHf0Dqi2pVM</p>	<p>Component 1 Section A and B</p> <p>Assessment week w/b 7th Nov 2022</p>
Spring 1	<p>Teacher 1:</p> <p>Component 1 Section A Music Videos (Riptide vance Joy / Formation-Beyonce)</p>	<p>Knowledge and skills to analyse and compare the set products around Media Language and Media Representations and how these link to the Media Contexts whilst focusing on, but not limiting to;</p> <p>Semiotics (including Barthes), Structuralism (including Lévi-Strauss), Theories of representation (including Hall), Theories of identity (including Gauntlett), Feminist theories (including Van Zoonen and hooks), Theories of ethnicity and postcolonial theory (including Gilroy)</p> <p>https://www.youtube.com/watch?v=N-eO31tDqM</p>	<p>Exam paper 1 style question</p>
	<p>Teacher 2:</p> <p>Component 2 Section A</p>	<p>Knowledge and skills to analyse and compare the set products around Media Language and Media Representations and how these link to the Media Contexts whilst focusing on, but not limiting to;</p> <p>Semiotics (including Barthes), Narratology (including Todorov), Genre (including Neale), Theories of representation (including Hall), Theories of identity (including Gauntlett), Feminist Theories (including bell hooks and Van Zoonen), Power and media</p>	<p>Exam paper 1 style question</p>

	<p>TV in Golden age (crime drama Peaky Blinders and The Bridge) All 4 aspects of the theoretical framework Radio (section B)</p> <ul style="list-style-type: none"> • Media language) • Representation • Media industries • Audiences • Media contexts 	<p>industries (including Curran and Seaton), Regulation (including Livingstone and Lunt), Cultural industries (including Hesmondhalgh), Media effects (including Bandura), Cultivation theory (including Gerbner), Reception Theory (including Hall),</p>	
Spring 2	<p>Teacher 1:</p> <p>Component 2 Section B -</p> <p>Mainstream and alternative magazine women's Realm/Huck</p> <ul style="list-style-type: none"> • Media language) • Representation • Media industries • Audiences • Media contexts 	<p>Knowledge and skills to analyse and compare the set products around Media Language and Media Representations and how these link to the Media Contexts whilst focusing on, but not limiting to;</p> <p>Semiotics (including Barthes), Narratology (including Todorov), Genre (including Neale), Theories of representation (including Hall), Theories of identity (including Gauntlett), Feminist Theories (including bell hooks and Van Zoonen), Power and media industries (including Curran and Seaton), Regulation (including Livingstone and Lunt), Cultural industries (including Hesmondhalgh), Media effects (including Bandura), Cultivation theory (including Gerbner), Reception Theory (including Hall),</p>	<p>Component 2 Section B 2 style question Assessment week w/b 20th Feb 2023</p>
	<p>Teacher 2:</p> <p>Component 2 Section A</p> <p>TV in Golden age (crime drama Peaky Blinders and The Bridge) All 4 aspects of the theoretical framework Radio (section B)</p>	<p>Knowledge and skills to analyse and compare the set products around Media Language and Media Representations and how these link to the Media Contexts whilst focusing on, but not limiting to;</p> <p>Semiotics (including Barthes), Narratology (including Todorov), Genre (including Neale), Theories of representation (including Hall), Theories of identity (including Gauntlett), Feminist Theories (including bell hooks and Van Zoonen), Power and media industries (including Curran and Seaton), Regulation (including Livingstone and Lunt), Cultural industries (including Hesmondhalgh), Media effects (including Bandura), Cultivation theory (including Gerbner), Reception Theory (including Hall),</p>	<p>Component 2 Section A 2 style question Assessment week w/b 20th Feb 2023</p>

	<ul style="list-style-type: none"> • Media language) • Representation • Media industries • Audiences • Media contexts 		
Summer 1	<p>Teacher 1:</p> <p>Component 2 Section B -</p> <p>Mainstream and alternative magazine women's Realm/Huck</p> <ul style="list-style-type: none"> • Media language) • Representation • Media industries • Audiences • Media contexts 	<p>Knowledge and skills to analyse and compare the set products around Media Language and Media Representations and how these link to the Media Contexts whilst focusing on, but not limiting to;</p> <p>Semiotics (including Barthes), Narratology (including Todorov), Genre (including Neale), Theories of representation (including Hall), Theories of identity (including Gauntlett), Feminist Theories (including bell hooks and Van Zoonen), Power and media industries (including Curran and Seaton), Regulation (including Livingstone and Lunt), Cultural industries (including Hesmondhalgh), Media effects (including Bandura), Cultivation theory (including Gerbner), Reception Theory (including Hall),</p> <p>https://www.youtube.com/watch?v=q2bpS_6qjmc https://www.youtube.com/watch?v=0T9aMRmOD1U</p>	
	<p>Teacher 2:</p> <p>NEA- intro</p>	<p>Apply knowledge and understanding of the theoretical framework of media studies to create a media product</p> <p>Communicate meaning to an intended audience</p> <p>Media products must demonstrate:</p> <ul style="list-style-type: none"> -appropriate use of media language -appropriate representation -effective engagement with industry and audience <p>See 2024 Briefs</p>	
Summer 2	<p>Teacher 1:</p> <p>NEA</p>	<p>Apply knowledge and understanding of the theoretical framework of media studies to create a media product</p> <p>Communicate meaning to an intended audience</p> <p>Media products must demonstrate:</p> <ul style="list-style-type: none"> -appropriate use of media language -appropriate representation -effective engagement with industry and audience <p>See 2024 Briefs</p>	<p>NEA submission</p> <p>Statement of Aims and Intentions</p> <p>Media Product (Initial plans only)</p>

			End of Year 12 Exams w/b 19th June 2023
	Teacher 2: NEA	Apply knowledge and understanding of the theoretical framework of media studies to create a media product Communicate meaning to an intended audience Media products must demonstrate: -appropriate use of media language -appropriate representation -effective engagement with industry and audience See 2024 Briefs	

Further Information

Specification: https://www.edugas.co.uk/qualifications/media-studies-as-a-level/#tab_keydocuments

CSP and NEA Booklets: Will be given to students once study of these areas begins

Assessment weighting: Examination-70% NEA-30%

Wider reading can be found on The English and Media Centre website: <https://www.englishandmedia.co.uk/mediamag-login> Username: chacemediamag Password: mediaandfilm

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